



RECRUITMENT PACK

DIRECTOR OF INCLUSION

TEAM MULTI- ACADEMY TRUST





VACANCY FOR THE DIRECTOR OF INCLUSION
TEAM MULTI- ACADEMY TRUST

APPLICATIONS ARE INVITED FROM INTERNAL AND EXTERNAL CANDIDATES FOR THE ABOVE POST THAT WILL COMMENCE ON 1ST SEPTEMBER 2024

JOB TITLE: DIRECTOR OF INCLUSION

STATUS: PERMANENT | FULL TIME

SALARY RANGE: LEADERSHIP SCALE 12-18

CLOSING DATE: 12 NOON 17TH APRIL 2024

INTERVIEW DATES: 25TH/ 26TH APRIL 2024

Do you have a passion for ensuring all children thrive in a positive, inclusive environment?

Are you committed to transforming the futures of children and their families through the power of education?

The Director of Inclusion at TEAM Multi – Academy Trust is an exciting **new** role, and of significant importance in realising our aims to continue our drive towards excellence. And offer a world-class educational experience for every child within the trust.

The Director of Inclusion will champion the support of our SENDCos, closely monitor the SEND and pastoral team's efforts, and embody our ethos of inclusivity and support for all students. The responsibilities will include, but not be limited to:

- Strategically leading and enhancing our SEND provision to ensure all children achieve their fullest potential.
- Elevating inclusive teaching practices through targeted training and mentorship.
- Meticulously evaluating interventions to guarantee their efficacy and impact on student progress.
- Overseeing the SEND, Pastoral teams, and teaching assistants to foster a cohesive approach to inclusion.
- Serving as the trust's mental health lead, advocating for a school-wide emphasis on well-being.
- Refine and develop the trusts systems, processes and policies in relation to SEND, mental health and medical needs.
- Work with external agencies, MATs and schools to promote the work of the trust.

This is a fantastic opportunity to develop and implement a strategic approach to inclusion across the trust, working alongside a dynamic leadership team in providing the vision and effective leadership for inclusion that creates a culture of high performance, and continuous improvement for all, driving the trust's commitment to equity and excellence for all learners.

The ideal candidate will be a qualified teacher with substantial experience in a senior leadership role within a school or trust and the ability to make an immediate impact. Evidence of the successful implementation of strategies to improve

inclusive teaching and learning practices to raise the standards of achievement for all learners and the effective management of change will be key to success in this role, as will be the ability to create positive personal impact.

Working as part of a strong senior leadership team, you would have the opportunity to collaborate with colleagues to implement effective and innovative strategies to support our young people.

We are excited to recruit a Director of Inclusion who leads by example, is child centred and has a passion for SEND and Inclusivity.

TEAM MAT: WHERE COLLABORATION MEETS EXCELLENCE

TEAM MAT is a forward-thinking trust with a proven track record of success. We foster a collaborative spirit where schools work together to share best practices and drive for continuous improvement. Our vision for the SEND provision is nothing short of excellence and will embody our ethos of inclusivity and support for all children.

JOIN A TEAM THAT VALUES YOU

If you would like to work and contribute to a trust that is committed to providing children with outstanding learning experiences, aims to continually develop and grow, and where teamwork and the professional development of all staff is important, we would encourage you to apply.

We actively welcome visits to our schools. Should you have any further questions or wish to arrange a visit, please contact our CEO Ian Thomas via ceo@team-mat.org.uk or Director of Education Dan Polak via dpolak@team-mat.org.uk



DIRECTOR OF INCLUSION

We are looking for someone who is:

- is passionate about inclusion and has a proven track record of success in leading and developing successful inclusion strategies.
 - has significant experience working with children with Special Educational Needs and Disabilities (SEND).
 - is dedicated to securing exceptional provision for pupils with SEND, leading and sharing best practice with colleagues
 - has a proven track record of success in raising standards of inclusion
 - has significant safeguarding expertise and experience of the SENDCo role
 - demonstrates excellent interpersonal skills, supporting colleagues, parents and pupils to make a great team and improve provision
 - has the drive to make a real difference to the lives of pupils
 - has a deep understanding of current educational legislation and best practices in inclusion.
 - has exceptional leadership and communication skills, with the ability to inspire and motivate others.
 - is collaborative, fostering strong relationships with a diverse range of stakeholders.
 - has strategic thinking and planning skills, with a focus on driving positive change.
-

What we can offer you:

- a genuine opportunity to make a difference.
 - a highly skilled team of friendly staff to work with.
 - the opportunity to be part of a dynamic leadership team.
 - well-resourced classrooms and facilities
 - high quality support and CPD to ensure that you are successful.
 - an exciting, well-organised and vibrant community in which to work.
 - a fantastic community of parents and children who deserve the best.
 - opportunities to work with our partner schools.
 - career development across the trust
 - the opportunity to spearhead the development and implementation of a groundbreaking inclusion strategy for the entire trust.
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Why consider this role:

- The security of working as part of a TEAM of dedicated, hard - working professionals, at all levels.
- Strong global partnerships: 'The (school) vision has inspired outstanding partnerships with a number of global communities which have transformed pupils' understanding of difference, disadvantage and deprivation leading to them becoming articulate advocates for change.' (SIAMS report)
- Empower our schools with high-quality support and guidance, leading a team of dedicated inclusion and SEND specialists.
- Champion the needs of children with SEND, overseeing identification, assessment, and tailored support.
- Collaborate with school leaders and staff to weave inclusive practices into the very fabric of our curriculum.
- Build bridges with parents, carers, and external agencies, ensuring a holistic approach to student success.



PAUL GINNINGS | CHAIR OF TRUSTEES

Thank you very much for requesting the details for the post of Director of Inclusion.

Beaford, Brayford, High Bickington, Horwood and Newton Tracey, Pilton Bluecoat, Pilton Infants', Umberleigh and Witheridge Academies together form the TEAM Multi-Academy Trust. Being directly funded from the Department of Education gives us a little more independence and allows us to be more creative in the way we develop our partnership. Our children, across all eight schools, benefit from working together and they are able to have their learning enhanced through experiencing the different settings our schools offer.

Our aim is to provide the highest quality education for the children in our care at every stage. We provide a very supportive and positive environment for children to learn. We are extremely proud of the standards our children achieve, not only in their academic work but, importantly, in the way they develop as young people.

Our trust provides a curriculum that raises children's personal aspirations by providing them with the skills, knowledge, understanding and vocabulary to realise their ambitions. TEAM's curriculum is built on a foundation of skills that are practiced, and extended each year, and on knowledge and vocabulary that informs and enriches understanding. Through our 'Big Event' curriculum, all children have wide curricular experiences that broadens their horizons and deepens their learning. The context of our curriculum for the coming year will continue to revolve around our core commitment.

Strong leadership is vital to the success of the trust. The Academy Trust would like to appoint an ambitious, energetic and caring Director of Inclusion who will be directly accountable to the Trust's CEO and will be a valued member of the senior leadership team.

The appointment will be from 1st September 2024

For an informal, confidential discussion regarding any queries, please email: clerk@team-mat.org.uk or phone 01271 500300. Visits to our trust can be arranged.

We look forward to hearing from you.

*Paul Ginnings
Chair of Trustees*



IAN THOMAS | CEO | TEAM MULTI ACADEMY TRUST

On behalf of TEAM Multi Academy Trust, I would like to thank you for your interest in the role as Director of Inclusion. I hope you find this recruitment pack helpful. You may also find it useful to look at the TEAM Academy Trust website.

This role, in collaboration with Dan Polak, the Director of Education and myself, will ensure that our SEND provision is nothing short of excellent. The Director of Inclusion will champion the support of our SENDCos, closely monitoring the SEND and pastoral team's efforts, and embody our ethos of inclusivity and support for all children.

The Trust's vision is focused on enabling children to really understand what 'Life Love and Learning to the Full' looks like on a day-to-day basis. Our schools are able to be individually creative and innovative whilst benefitting from good practice that is shared and enhanced through strong partnerships. Our staff and children work closely together and benefit from joint professional development sessions and across school events within the Trust. Our staff feel valued and well supported.

Our schools have an excellent reputation and storied history of seeking moments that inspire and empower our children. They benefit from a diverse curriculum and specialist teaching, as well as an array of events and trips to lend meaning to our learning. We care deeply about our place in North Devon as well as our future as global citizens and we look forward to sharing this journey with you.

The trust schools provide a wide range of opportunities that supports our creative approach to the curriculum. We have excellent outdoor facilities and opportunities to explore the local area are on our doorstep. Throughout the schools, there is an emphasis on learning through first-hand experience and hands on activity. To support this approach, we have a comprehensive programme of day and residential visits. Children are very willing learners and enjoy coming to school. They like to contribute to their learning and are encouraged to take responsibility for their community through aspects such as sports leader and peer mentoring training.

Our academies have an inclusive admissions policy focused on our local community. It is therefore important that those applying for the post should be supportive of our Trust's vision and objectives.

I hope you decide to apply for the post and look forward to hearing from you.

Ian Thomas



DAN POLAK | DIRECTOR OF EDUCATION | TEAM MULTI ACADEMY TRUST

This is an exciting time to join this trust. Since joining in 2020 as a Head of School, I have felt privileged to work alongside colleagues who embrace the trust vision of a world-class education for the children of Devon. One of the great strengths of this trust is how well we know one another and how this gives us a rich pool of support to engage with.

We want our colleagues to be at their best and at their happiest working for TEAM, and they tell us this is how they feel. This role is an opportunity to make a substantial contribution to children who deserve the best opportunities we can provide for them. We know the power and value of rural settings and we are committed to the warmth and kinship that schools in the heart of their communities can offer.

TEAM is committed to using research to drive exceptional practice but we do so in a pragmatic and context-sensitive manner. We are always curious about the next step forward but we know how important it is for progress to be sustainable for it to be effective. We adopt practice that excites us, that inspires our children and that truly makes a difference for the communities we serve.

We are especially excited about the creation of this new role and what it means for our very strong central support services. The ideal candidate will share our vision and commitment to our communities and bring their wider expertise to enrich our offer. In return, you will find colleagues who are talented, energetic and innovative. TEAM offers a collegiality that has to be lived to be truly understood. It is a special collection of communities working in true partnership, and we would be delighted to welcome further expertise into our offer.

Dan Polak

THE VISION - LIFE, LOVE AND LEARNING TO THE FULL

It is through our vision of 'Life, Love and Learning to the Full,' that we aim to ensure our pupils receive a world-class education at every stage of their schooling. We want them to understand how precious life is and what it truly means to be loved. As a Trust, we build foundations for life in all its fullness underpinned by our values, where we understand what it means to love and care for others within our schools and our local, national and global community.



Our approach has been built on four drivers: **Building Learning Power, Building Futures, Building Communities and Building Self Esteem/Positive Mental Wellbeing.** It is through our drivers that we seek to raise children's aspirations by providing them with the skills, knowledge and understanding to realise their ambitions. Through our 'Big Event' curriculum, all children have a wide range of experiences that broadens their horizons and deepens their learning. The curriculum provides opportunities for children to develop a sense of pride in their locality whilst at the same time helping them to learn about other cultures from around the world. Their learning is rich, exciting and diverse, but most importantly, it is accessible to all. Our children benefit from increased collaboration across the curriculum and their education is enhanced through first-hand experiences within the different settings that our schools offer.

Life, Love and Learning to the Full is about seeking to achieve high academic standards for all our children but more importantly, it is about ensuring that we provide a very safe, supportive and positive environment for our children to learn and grow as global citizens. We are all very proud of TEAM Multi-Academy Trust and the way in which it has continued to improve outcomes for the children of North Devon. Looking to the future we are all very committed to ensuring that we continue to create exciting opportunities and lifelong memories for children and staff.



YOU CAN FIND MORE INFORMATION ABOUT TEAM MULTI ACADEMY TRUSTS DRIVERS ON OUR WEBSITE:
WWW.TEAMACADEMYTRUST.COM

OUR SCHOOLS



Beaford Community Primary & Nursery School is a thriving rural village school situated 5 miles from the market town of Torrington. We are in the very fortunate position of having beautiful countryside right on the doorstep, enriching our learning environment. At Beaford Community Primary and Nursery School we learn together to achieve success for every child, based on high expectations and equality of access for all. We nurture the growth of the whole child- academically, socially, emotionally, morally and physically celebrating all achievement in a safe, caring and creative environment. The whole team works together to bring learning 'alive' and having curriculum linked experiences making learning come to life.

Brayford Academy is a village primary situated in the beautiful countryside of North Devon. As a small, school we are able to personalise the learning every child receives in a secure, happy and friendly environment. We can offer an enriched curriculum with specialist teaching in physical education, music and French. This is achieved through our collaboration with our partner schools across TEAM Multi-Academy Trust. Our enriched curriculum ensures that children develop a love of learning and an independence that encourages the nurturing of their ideas and imagination. Our aim is for every child to achieve their very best and enjoy their time at Brayford Academy.



At **High Bickington Primary Academy** we aim to help each child shine their light; to foster their own self esteem as well as to make a difference to the world around them. We work to build the foundations of life in all its fullness underpinned by our Christian values of Love, Respect, Perseverance, Truthfulness, Forgiveness and Friendship, where we understand what it means to be loved and to love others within our school and our local, national and global community. High Bickington Academy is a vibrant and innovative small school situated in the lovely countryside of North Devon. As part of the TEAM Multi-academy Trust, the children benefit from an extensive range of curriculum opportunities not always available to a school of this size. Children take part in a range of residential trips and enjoy visiting our partner schools for a variety of activities. Our small classes ensure that children receive learning that is personalised, stimulating and enjoyable. Our school has an ethos where children's voices are heard, and they are encouraged to develop important personal skills that develop their independence and ability to work with others. Our aim is for every child to achieve their very best and enjoy their time at High Bickington C of E Academy.

Horwood and Newton Tracey Primary School is a small, rural school located in North Devon and offer a high-quality learning experience for all our pupils. We know all our children individually and support them to develop and grow during their formative schooling years. We have caring, professional and experienced staff who will help your child along their early schooling career as we aim to "enable children to be the best that they can be".



Pitton Bluecoat Academy is a friendly and happy school where we place equal emphasis on academic achievement and personal development. As a Church of England school, we aspire to live out the universal Christian values which underpin our character development. We value kindness and community and, as part of TEAM Multi-Academy Trust, we feel privileged to have friends across North Devon who help us provide exceptional opportunities for our children. The school has an excellent reputation and storied history of seeking moments that inspire and empower our children. They benefit from a diverse curriculum and specialist teaching, as well as an array of events and trips to lend meaning to our learning. We care deeply about our place in North Devon as well as our future as global citizens and we look forward to sharing this journey with you.

At **Pitton Infants' School** we firmly believe in working together to inspire our children to exceed their expectations as they develop personally, academically and socially. We aim to create the foundations for a life-long love of learning with a focus on developing our children's core skills and knowledge in reading, writing and maths whilst at the same time teaching them about the world around them, both locally and globally. We teach our children to understand who they are, that everyone is unique and that we can embrace our differences. We inspire children to become responsible global citizens and to understand that they can make positive changes to the world around them starting now.



Umberleigh Academy is a vibrant small school situated in the lovely countryside of North Devon. As part of the TEAM Multi-Academy Trust, the children benefit from an extensive range of curriculum opportunities not always available to a school of this size. Children receive specialist teaching in music, physical education and French, take part in residential trips and enjoy visiting our partner schools for a range of activities. Our small classes ensure that children receive learning that is personalised, stimulating and enjoyable. Our school has an ethos where children's voices are heard, and they are encouraged to develop important personal skills that develop their independence and ability to work with others. Our aim is for every child to achieve their very best and enjoy their time at Umberleigh Academy.

Witheridge Church of England Primary Academy is a thriving village school set in the beautiful North Devon countryside near Tiverton. We are a caring and happy school with a passion for children's learning and well-being. As a small school we are able to personalise the learning every child receives and offer an enriching curriculum that is enhanced by our membership of TEAM Academy Trust. This provides us with the opportunity to work closely with our partner schools and give our children a range of opportunities not always available to schools in rural settings. Our school currently has just over 100 pupils who are inspired by high quality teaching coupled with excellent facilities.



Working in partnership with: **Swimbridge Church of England School**, a village school in a beautiful rural setting. We have 100 pupils across 4 classes who are supported by an experienced, highly skilled team of teachers and enthusiastic support staff. Our dedicated team strive to raise standards and promote a calm and purposeful but stimulating atmosphere which makes learning exciting and enjoyable through high quality lessons within the creative curriculum.



BRIONY PARSONS | TEAM MULTI ACADEMY TRUST | BUSINESS MANAGER

“This is an exciting opportunity for someone looking to join an experienced and dynamic leadership team within the TEAM MAT family.

The central team look forward to working closely with the successful applicant in supporting them in their new role as Director of Inclusion”.

HOW TO APPLY

1. READ THE JOB DESCRIPTION AND PERSON SPECIFICATION CAREFULLY.
2. COMPLETE THE APPLICATION FORM EITHER ELECTRONICALLY OR PRINT AND HAND WRITE.
3. EMAIL YOUR COMPLETED APPLICATION TO IAN THOMAS / SAM STOBBS AT **VACANCIES@TEAM-MAT.ORG.UK**

OR SEND BY POST TO:

HR @ TEAM MULTI-ACADEMY TRUST
PARKSIDE
NEWPORT ROAD
BARNSTAPLE
EX32 9BA

APPOINTMENT TO START: 1ST SEPTEMBER 2024

CLOSING DATE FOR APPLICATIONS: 12 NOON 17TH APRIL 2024

INTERVIEW DATES: 25TH / 26TH APRIL 2024

REFERENCES WILL BE SOUGHT FOR SHORT LISTED CANDIDATES PRIOR TO THE INTERVIEW DATES. OUR SCHOOLS ARE COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND EXPECTS ALL STAFF TO SHARE THIS COMMITMENT.

SUCCESSFUL CANDIDATES WILL BE REQUIRED TO COMPLETE AN ENHANCED DBS DISCLOSURE AND SHORTLISTED CANDIDATES ARE SUBJECT TO AN ONLINE SEARCH PRIOR TO INTERVIEW. AN APPLICATION FORM SHOULD BE FULLY COMPLETED; WE DO NOT ACCEPT CVS.

WE LOOK FORWARD TO RECEIVING YOUR APPLICATION.

JOB DESCRIPTION

JOB TITLE: DIRECTOR OF INCLUSION

STATUS: PERMANENT / FULL TIME

SALARY RANGE: LEADERSHIP SCALE 12-18



JOB PURPOSE:

To lead outstanding inclusion services, systems, frameworks and models that serve the needs of children and promote education excellence, character development and service to communities. This role is not merely an operational enhancement but a strategic imperative. It addresses the evolving needs of our student body, the wellbeing of our staff, and our trust's reputation for excellence and care.

JOB SUMMARY:

- To ensure that the academies within the trust are places where children thrive and knowledge matters by upholding and modelling the Trust's values in all aspects of the role.
- To ensure the effective delivery of the trust's SEND strategy.
- To ensure the effective delivery of the trust's SEND policy.
- To ensure that there is an effective strategic approach in place to Inclusion across the trust, creating innovative strategies to support individuals and groups who require more creative approaches to be successful.
- To liaise with parents and carers to promote Inclusion for all.
- To coordinate, evaluate and regularly review SEND provision.
- To monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils.
- To liaise with and coordinate the contributions of external agencies.
- To have an up-to-date knowledge of national and local initiatives which may impact upon policy and practice.
- To promote a community of learners with purpose and passion while modelling the TEAM Multi Academy Trust ethos and values in all aspects of the role.

RESPONSIBLE TO:

The CEO and Director of Education of TEAM Multi Academy Trust

RESPONSIBLE FOR:

Progress and Achievement of Pupils:

- To monitor the achievements, welfare and engagement of children, and to follow up the progress reviews, liaising with the teachers and parents when appropriate.
- Ensure that pupils with SEND are provided with appropriate support to achieve high quality educational and personal outcomes.
- Implement appropriate interventions and alternative solutions to promote more effective inclusion, liaising closely with the CEO and Director of Education.
- To liaise with other schools particularly regarding transition.
- To prepare and present progress reports to Trustees on pupils with SEND.

SHAPING THE FUTURE

Working with the CEO and Director of Education to:

Create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school and Trust.

Translate the vision into clear objectives that promote and sustain school improvement.

Ensure that the school and Trust moves forward to the benefit of its pupils and their community.

Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.

LEADING LEARNING AND TEACHING

Working with the CEO and Director of Education to:

To influence the Teaching and Learning policy to promote aspects of inclusive teaching.

Ensure that all colleagues deliver highly effective lessons and support for pupils with SEND.

To provide opportunities for observation of colleagues/visits to other schools in order to share best practice.

Work with pupils, class teachers and support staff to ensure high expectations of behaviour and achievement is set for SEND pupils.

To support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.

Oversee and monitor the quality of provision maps.

Support the Head of School / Director of Education and CEO in meeting statutory responsibilities for SEND statements.

Set high expectations and challenging targets, monitoring effectiveness, and evaluating learning outcomes.

Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.

Implement strategies to secure high standards of teaching, learning, achievement, behavior and attendance.

Fostering a culture in which children are proud of the outcomes and can talk about their learning reflectively and with pride.

DEVELOPING SELF AND OTHERS

Working with the CEO and Director of Education to:

Build a collaborative learning culture within the schools across the Trust and actively engage with other schools to build effective learning communities and partnerships.

Ensure effective planning co-ordination, support and evaluation ensuring clear delegation of tasks and devolution of responsibilities.

To provide advice to the Head of School/ CEO/ Director of Education /SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.

Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.

To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

Carry out other roles and tasks as reasonably requested by the Head of School/ CEO and Director of Education.

Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.

Ensure both self and others achieve an appropriate work/life balance.

Set high expectations for all and address underperformance.

To act as a role model for the highest professional standards.

MANAGING THE ORGANISATION

Working with the CEO and Director of Education to:

To fulfil the statutory roles and responsibilities of the SENDCo.

Promote an atmosphere of continuing professional development and to share good practice with colleagues.

To line manage the SEND and Pastoral team, ensuring that the SENDCo provisions are highly effective.

Contribute to the Trust's development plan, leading on relevant aspects of SEND and Inclusion.

To encourage all staff to recognise and fulfil their statutory responsibilities.

Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.

To provide regular information to the Head of School/ Director of Education/ CEO and Trustees on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.

Oversee, manage and monitor the budgets of the inclusion teams in line with the Trust's financial regulations and procedures and in close liaison with the finance team.

Ensure that budgetary provision for the inclusion teams is utilised efficiently and effectively ensuring value for money and the optimum deployment of resources.

Take appropriate action when advised by the finance team of projected overspends or other budgetary issues.

SECURING ACCOUNTABILITY

Support the development of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Assist the CEO and Director of Education to provide information, advice and support to the Trustees to enable them to meet their responsibilities for securing effective teaching and learning and high standards of achievement.

Work effectively with the Local Governing Body to enable them to fulfill their delegated responsibilities.

Assist the CEO and Director of Education in creating and developing an organisation in which all staff accountabilities are clearly defined, understood and are subject to rigorous review and evaluation through Performance Management.

Assist the CEO and Director of Education in ensuring all parents are well informed about:

- curriculum attainment, achievement, and progress

- realistic and challenging targets for improvement
- ways in which they can contribute to help their child achieve.

Assist the CEO and Director of Education in developing and presenting an accurate account of the school performance to a range of audiences including governors, parents and carers, and OFSTED.

STRENGTHENING COMMUNITY

Working with the CEO and Director of Education to:

Co-operate and work with relevant agencies and partners to ensure the well-being of children.

Ensure learning experiences for pupils are linked and integrated with the wider community, locally, nationally and globally.

Build a school culture and curriculum that takes account of the richness and diversity of the school's community.

Create and promote positive strategies for challenging all forms of prejudice and harassment.

Promote the concept of lifelong learning and family engagement with learning through partnership.

Manage effective relationships with all stakeholders and partners.

Continue to work in partnership with the Diocese of Exeter and the local Churches.

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

Working with the CEO and Director of Education to:

Ensure a safe and supportive culture in the school.

Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

Identify key features of staff recruitment that help deter and prevent the appointment of unsuitable people.

Promote Trust policies and practices that minimise opportunities for abuse or ensure prompt reporting.



PERSON SPECIFICATION

In your supporting statement and application form please demonstrate how you have successfully met the criteria in **bold** from this person specification.

EDUCATION AND TRAINING
Qualified Teacher Status
Have achieved or is working towards NPQH.
Evidence of continuing & relevant professional development.
Evidence of professional development in inclusion (e.g. NPQ in leading behaviour and culture; SENCO NPQ).
EXPERIENCE
An outstanding track record of success (as measured by inclusion performance outcomes and relevant OFSTED judgements) as a Headteacher or Senior Leader.
Experience of delivering effective support to school leaders in areas such as behaviour, attendance, SEND, safeguarding, admissions, exclusions and mental health with a demonstrable impact on pupil outcomes and wellbeing.
Experience of managing, supporting and coaching staff to deliver improved standards.
Experience of developing systems, frameworks, models and resources to support schools in delivering effective inclusion practice.
Experience of the line management and performance management of senior staff.
Experience of resolving complex problems and situations.
Experience of effective service improvement planning, including identifying priorities, determining interventions, setting targets and milestones and monitoring and evaluation progress and outcomes.
Evidence of substantial sustained high quality teaching across the primary school age range (baseline standard of very good with a clear track record of outstanding practice).
High level of initiative, self-awareness and interpersonal leadership skills.
A strong commitment to community links and the ability to confidentially engage with stakeholders.
An ability to establish positive working relationships with colleagues and pupils through modelling very high levels of professionalism, commitment and integrity.
Practical evidence of links with other schools, educational establishments and wider community to support transition and enhance teaching and learning and personal development across the whole Trust.
Effectively promote professional relationships with parents and carers to enhance learning.
Previous experience working with Church of England Schools.
LEADERSHIP QUALITIES
Ability to manage a variety of people and situations effectively and sensitively.
Initiate and manage strategic and continued improvement.
Plan, organise and evaluate work commitments and prioritise areas for development and improvement.
Ability to work strategically and collaboratively with the governing body and leadership team.
Ability to work collaboratively within the Trust and its leadership team whilst reporting to the CEO.
Confidence and commitment to direct, delegate, develop and empower.

SELF-MANAGEMENT SKILLS
Proven ability to sustain and develop high quality teaching and learning across the Trust to improve on outcomes for children.
The knowledge and skills required to be able to analyse a range of data and its implications for improving outcomes and wellbeing for vulnerable pupils, communicating proposed actions clearly and effectively to school Principals and senior leaders.
Detailed strategic and operational understanding of the following areas: behaviour, attendance, SEND, safeguarding, admissions, exclusions and mental health, including an up-to-date knowledge of the commissioning of external support.
A thorough and up-to-date knowledge of current educational policy and practice as it applies to inclusion, including performance measures, OFSTED frameworks, resource opportunities, research and sources of best practice.
The ability to successfully integrate a child-centred approach to inclusion with a clear focus on the rigorous application of systems, models and the effective use of risk registers and toolkits.
Work under pressure, meet deadlines, prioritise and manage own time effectively.
Achieve challenging professional goals, taking responsibility for their own professional development.
A thorough knowledge of equality, diversity and wellbeing policy requirements and practices.
Chair meetings effectively.
Effective oral and written communication skills, with proven ability to negotiate and influence change with sensitivity and emotional intelligence and to report clearly on performance.
Excellent IT skills, including the ability to use Arbor and MS Office software packages such as Word, Excel and Outlook.
PERSONAL QUALITIES
Demonstrate enjoyment of working with children and adults.
Approachable, fair and consistent.
Able to identify the need for strategic action and act determinedly when necessary.
Able to work effectively under pressure.
The ability to quickly establish credibility and build strong working relationships at all levels.
Significant experience of leading lesson observations and providing quality feedback to teachers.



RECRUITMENT PACK

Thank you for your interest

